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ABSTRACT

A literacy partnership demonstration project was conducted by Rocco, Inc., WLR Foods, Inc., the Virginia Poultry Federation, James Madison University, and Massanutten Technical Center. The project focused on enhancing workers' careers by providing literacy training to assist them in remaining employed or advancing in their careers. Led by an advisory board, the project developed and delivered at eight work sites a mobile literacy education program individualized to the workers' needs. Use of a mobile learning center enabled the project to overcome some of the problems associated with literacy programs. The unit traveled to seven sites in the morning and afternoon/evening shifts, Monday through Thursday, for two classes, 2-3 hours in length. On Friday, the van provided two 3-hour classes at the eighth site. Industry and workers contributed equal amounts of time. Participants were tested and provided with an individualized program using the computers and instructional equipment available in the van. A total of 164 workers participated in the open-entry/open-exit project. Workers and employers were pleased with the program. Final test results indicated that 103 of the 138 participants who completed 2 months of the program progressed. Of the 25 participants who took the General Educational Development (GED) test, 20 (80 percent) passed. The success of the program was demonstrated by the poultry industry's continuation of funding. (Author/KC)

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CAREER ENHANCEMENT PROGRAM

for

THE POULTRY PROCESSING INDUSTRY of THE SHENANDOAH VALLEY of VIRGINIA

James Madison University

Reading Center

Harrisonburg, Virginia 22807

Shirley B. Merlin, Ed. D.

Project Director

National Workplace Literacy Program (84.198)

Grant No. V198A80110

Final Report

June 1990

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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TABLE OF CONTENTS

Title	Page
ABSTRACT	1
Purpose	1
Procedure	1
Results and Conclusions	2
EXTENT TO WHICH OBJECTIVES WERE ACCOMPLISHED	3
Objective One: Assess Adult Workers	3
Objective Two: Plan, implement and monitor an individualized instructional program	3
Objective Three: Develop individualized instructional materials	4
Objective Four: Provide staff orientation, staff development and evaluation of project personnel	5
Objective Five: Document adult workers' progress	6
Objective Six: Evaluate the use of a mobile unit	8
SCHEDULE OF ACCOMPLISHMENTS	8
Start-up Period	9
Implementation Period	9
DEMOGRAPHIC INFORMATION ON STUDENTS	11
DISSEMINATION ACTIVITIES	11
EVALUATION ACTIVITIES	14
Internal Evaluation	14
External Evaluation	15
RECOMMENDATIONS AND CONCLUSIONS	15
APPENDIX A	16
Survey Forms	17
APPENDIX B	21
Calendar of Activities	22

ABSTRACT

The Career Enhancement Program for the Poultry Processing Industries of the Shenandoah Valley was a workplace literacy partnership demonstration project through partnerships with Rocco, Inc. and WLR Foods, Inc. (headquartered in the Shenandoah Valley), the Virginia Poultry Federation, James Madison University and Massanutten Technical Center.

Purpose

The major purpose of the project was to identify and teach literacy skills needed in the workplace. Rather than call undue attention to "lack of literacy skills", the project focused upon enhancing the career of the worker by providing literacy training which would assist the worker in remaining employed or advancing in his or her career.

Procedure

A project advisory board consisting of project staff and poultry industry representatives met monthly to assist in developing the instructional schedule and to maintain cooperation and coordination between the project and the industry. The project developed and delivered at eight work sites a mobile literacy education program individualized to the worker's needs. The mobile program was designed to serve industries unable to provide classroom space and equipment or to develop and maintain a workplace education program. In addition, through the use of a mobile learning center, the project was able to overcome some of the problems associated with literacy programs such as absenteeism, child care for after work and lack of transportation for workers in rural areas. The unit travelled to seven sites in the morning and afternoon/evening shifts, Monday through Thursday, for two two- or three-hour classes. On Friday, the van provided two three-hour classes at one site. The industry provided release time for one hour of instruction and the worker

contributed one hour of personal or work time. The mobile unit was furnished with computers, a management system, other instructional equipment, print, computer software and audio and video taped materials. The competency-based curriculum ranged from beginning to pre-General Education Development (GED) test and pre-college levels in reading, language and mathematics. Following initial interviews and assessments, the workers were diagnosed with competency-based mastery tests and provided with an individually prescribed education program.

Results and Conclusions

A total of 164 workers participated in the project. There were no entry-grade level restrictions placed on the participants in this open-entry, open-exit program. The individualized program was able to serve workers with a wide range of skills in each class period. While the goal of many of the participants was to pass the GED test, a number of the workers, particularly in the lower performance ranges, focused on improving their basic skills. The results of surveys to industry personnel, workers, teachers and advisory board members showed a high level of satisfaction with the overall program. They noted improvement among the workers and approved the use of the mobile learning center. Final test results indicated that 103 out of the 138 participants involved in the program a minimum of two months progressed in their skills. Of the 25 students recommended to take the GED by March 1990, 20 or 80% passed the examination. The dropout rate was found to be 29%. Furthermore, four employees who achieved the GED were promoted to other positions in the industry and several plan to go on to further their education. The success of the program was shown by the fact that the poultry industry partners continued to fund the program on an interim basis until new federal and/or state funding becomes available.

THE EXTENT TO WHICH OBJECTIVES WERE ACCOMPLISHED

Objective One: Assess adult workers in the poultry industry identified by their employers as needing an improved level of literacy and other basic skills.

The assessment of workers began January 1989, following the three-month start-up period of October 1, 1988, through December 31, 1988. Although there was a delay in obtaining and equipping the recreational vehicle which was built specifically to serve as a mobile learning center, the project was implemented in January on a limited basis with the initial testing program, using a borrowed recreational vehicle. At each plant a supervisor and personnel director recruited individuals who were interested in the program. In some cases, waiting lists needed to be developed because there was a limit to the number of workers who could sit in the unit or could be released from a work-line to enroll in the scheduled class time at the plant. Initial assessment consisted of an interview to obtain demographic information and to identify goals for enrolling. Participants were assessed with the Test of Adult Basic Education (TABE) and the Bader Reading Inventory word list which appeared to be a more accurate reflection of their reading level for workers scoring in the lower ranges on the TABE. Following an analysis of the TABE, the Comprehensive Competencies Program (CCP) subject area mastery pre-tests were administered in areas where the participants showed a need or interest in studying. In a number of cases, the three mastery pre-tests in reading, language and mathematics were administered.

Objective Two: Plan, implement and monitor an individualized instructional program for both native- and foreign-born adults based upon the results of such assessment.

The CCP competency-based curriculum and computerized management system provided the vehicle through which each student's initial interview and testing information was developed into an individually prescribed instructional program. The CCP

program is organized through a series of academic and functional competencies in reading, language and mathematics: Basic, 0-4, Intermediate, 5-8, and Advanced, 9-12, General Educational Development (GED) test preparation and pre-college levels. Functional competency materials are included at various levels. After initial assessment, an individual education program was developed based on previously diagnosed competency strengths and weaknesses. Throughout the program the participants were continuously monitored with CCP mastery tests, GED pre-test and after 100-hours, the TABE test. Taped/print materials were provided for several ESL students and a computerized reading, language and spelling program was used for students who entered at the 1st to 3rd grade levels.

Objective Three: Develop individualized instructional materials based upon the workplace literacy requirements specific to the occupation of these adults.

Poultry industry representatives indicated that there were no manuals for workers who were involved in the project; however, informal lesson materials were devised related to the poultry worker's job, safety and health information using printed materials from the plants such as signs, bulletin boards, newsletters, etc. For example, one worker (a former special education student) came into the program without knowing how to read one word or perform the lowest level of mathematics. At the end of the project period he had learned about 40 "survival" words and had learned to count. He was taught words on bulletin boards, safety and other words he needed to be able to read and understand communications in the plant. An Hispanic worker's job required him to write notes to other workers coming to work on the next shift. Along with the basic skills program, he was taught how to read and write the words relating to his work and how to write sentences. His progress in writing skills was commented upon not only by his teachers, but by his fellow workers. He is also making good progress in the competency-based skills and is working toward

his GED and promotion to supervisor. Other students were directed to bring in words or point out words they were unable to read in newsletters or other plant materials. These were developed into a variation of the "language experience" method of teaching reading. In addition to the development of informal instructional materials, core and supplemental materials provided in the program were used when they included lessons in reading and mathematics and content in health, safety and other information.

Objective Four: Provide staff orientation, staff development, and evaluation of project personnel

During January 1989, the project staff received an in-depth orientation and staff-development program. The two teachers, two driver/aides and the project's staff-development person attended the orientation meetings presented by the project director. The topics included:

a) Overview of the project objectives and procedures

b) Interview process, TABE and Bader testing materials

c) Informal inventories and other informal tests

d) Overview of CCP print materials and software packages

e) Planning travel to sites and assessment/teaching time

A five-day 40-hour workshop was conducted by a CCP staff-development consultant who provided training in how to operate and manage the CCP program. This included:

a) The structure of the competency program

b) How to test, plan, monitor and manage individualized lessons

c) Record keeping and reporting procedures for maintaining student's lesson records, scoring tests and using the management system

The project staff was required to read CCP training manuals prior to the workshop and to pass a competency test on using the CCP system.

Throughout the remaining project period, which was extended to March 31, 1990, staff development was provided periodically by the project's staff-development person assigned to perform that role. Tutors were also provided training on a needs basis. The CCP trainer conducted two additional workshops on specific areas of the competency-based program. Topics for these meetings included:

a) Characteristics of adult learners

b) Review of informal testing methods

c) Language experience approach and other teaching methods

d) Effective use of course materials

e) Review of computer courseware

f) Working with ESL students

The teachers were evaluated during the project period and were found to be very satisfactory. Surveys with a rating scale ranging from 1.0 strong agreement to 4.0 disagreement and 5.0 unknown were administered to the workers. Their ratings on the instructional component of the project ranged from 1.1 to 1.6 which were highly positive and reflected on the staff development activities as well. (Copies of project survey forms are included in Appendix A.)

Objective Five: Document adult workers' progress in their individualized program of study and determine its impact upon their career enhancement.

The project was designed as an open-entry, open-exit, competency-based program with no specific time limits or cycles for students to complete. The major goal was to increase the workers' literacy skills so they would function more efficiently in their jobs. Since this was an individualized program, students concentrated their studies on weak skill areas. Of the 164 students enrolled in the program, 138 were active a minimum of two months. At least one year's progress in one or more skill areas was recorded for 103 (75%) of the 138 active students. Overall, a minimum one

year's progress was noted as follows: 45 of 83 workers in reading, 41 of 85 in language and 80 of 112 in mathematics. An analysis of the average grade level gain per hour of study showed a .03 average gain in reading, a .06 gain in language and an .05 gain in mathematics. Out of the 25 students who were scheduled to take the GED examination, a total of 20 passed, indicating an 80% rate of success. In cases where a student's entry performance was very low, progress on "survival words", reading experience stories based on plant information and the ability to write sentences as part of a particular job were assessed by actual performance in those tasks.

Worker's exit and dropout rates were examined. Twenty students exited the program when they passed the GED. Another twenty workers exited because they changed jobs, which were interpreted as positive exits. In some cases the improved skill levels assisted workers in finding other employment. (One Hispanic worker moved on to a job as a cook after he learned to speak and read better English.) There were 48 workers who dropped the program, 29% of the total enrolled. The reasons for dropping ranged from transportation problems (the worker's car-pool time conflicted with class time), illness, apathy, and difficulty in leaving the work-line which caused peer pressure.

Surveys were administered to industry representatives and supervisory staff to determine the program's impact on the worker's career. The data related to workers' progress in the program, positive attitude about themselves and the program, improved absenteeism/tardiness, better ability to read safety information, forms, newsletters and/or signs and promotion was highly favorable, ranging from 1.3 to 2.1. Supervisors reported that students enrolled in the program were showing improvement.

Objective Six: Evaluate the use of a mobile instructional unit as a means of delivering an effective adult literacy training program at multiple work sites.

The mobile unit, a recreational vehicle (RV) was equipped with computers, management system, printers, VCR's and tape recorders. The van was built with counters which were used as work areas. Closets overhead and under the counters stored tests and instructional materials. The unit held up to 12 students, a teacher and a driver/aide. Two teachers and two driver/aides were employed for one morning and one afternoon/evening shift. The learning center travelled to seven plant sites, four-days a week, for two two-hour or two three-hour instructional periods. On Fridays, the unit was located at James Madison University (JMU) for two three-hour instructional periods designated as poultry worker's make-up time. The Friday time was later extended to JMU staff employees when the classroom was not fully used by poultry workers. At each site the employees were notified about the availability of the program and were enrolled mainly on a volunteer basis.

A survey questionnaire was administered to the project staff, instructional staff, poultry industry administrative and supervisory staff and the workers to determine the value of using a mobile learning center for literacy instruction. In addition to the survey instrument, interviews were conducted with all those involved in the project and observation visits were made to the mobile unit. The results reveal favorable to highly favorable attitudes towards the use of the mobile unit . It was noted that the use of the unit provided an opportunity for workers to obtain instruction that might not have been available to them. The fact that the mobile unit can be moved to different sites makes for an efficient use of the equipment.

SCHEDULE OF ACCOMPLISHMENTS

There were two main time periods associated with the project, a three-month start-up period and a 12-month implementation period. Since there was some delay in

the start-up period, the program was granted a 90-day no-cost extension period until March 31, 1990.

Start-up Period

During the 90-day period between October 1, 1988, to December 31, 1988, the project was organized and made ready to begin operation in January 1989. An advisory committee was formed which consisted of representatives from the project staff at JMU (the director, curriculum developer and staff development and materials evaluator), Massanutten Technical Center, the Virginia Poultry Federation, Rocco, Inc. and WLR Foods, Inc. The committee met monthly and assisted in developing the mobile unit's day and time schedule to different sites. Among the topics discussed at the meetings were methods of recruiting participants, the proposed testing program, management system and the acquisition of instructional materials and equipment. By December 1988, two teachers and driver/aides were employed. The plans for the mobile unit were developed with the assistance of an IBM consultant. The U.S. Basics Comprehensive Competencies Program Use Agreement was developed and instructional materials ordered. However, the Use Agreement was not approved until December 1988; therefore, the tests, equipment, management system and instructional materials were not delivered during the start-up phase. In addition, there was a delay in the acquisition of the mobile unit because estimated costs were higher than originally suggested and the bidding process took some time. Fortunately the program was able to borrow a mobile unit at no charge and, thereby, began the program on a limited basis without much loss of time.

Implementation Period

In January 1989, the CCP curriculum materials and part of the equipment were delivered. During this month, the staff orientation and CCP training programs were implemented. The instructional program began with borrowed equipment which would

hold the teacher, driver/aide and 4-6 students. Testing and teaching materials were carried on-board as needed and stored in the "back room". The first visits to the sites began in January with initial testing and interviews. Instruction started with printed materials since it was not possible to install the computers and management system on the borrowed unit. The instructors and students sat on couches with lap-boards or at a former dinette table and benches, to be interviewed and to take the TABE and other tests or work with printed materials. Neither the project staff nor the students seemed to mind because they were happy with the prospect of working with this new program. The new mobile unit was delivered in March 1990. The equipment was bolted down to the counters and all materials placed on board.

In order to introduce the Career Enhancement Program and the mobile learning center to the public, an open-house ceremony was held at the James Madison University Convocation Center the first week of April. The ceremony included remarks by corporate officers from the poultry partners and officials from Massanutten Technical Center and James Madison University. In addition, poultry workers were invited to the event to meet the teachers and look over the computerized classroom. The event received extensive media coverage.

Full implementation of the program began the first week in April. The mobile learning center delivered instruction to seven poultry sites on schedule four-days a week and later in the spring, the JMU Convocation Center was added to the schedule. Gradually more participants were enrolled at each site. The program moved along as planned with very few significant problems except for the lack of sufficient teaching materials for students with low achievement levels. In time, new materials were reviewed and integrated into the CCP system to meet the needs of these workers. Although the unit can hold up to 12 students and the teacher and teacher/aide, there was no room for tutors to assist workers who needed individual attention.

Arrangements were made to use space in the nearby plants if there were too many people on board at one time.

The mobile learning center travelled to all sites as scheduled throughout the period of the grant. Heavy use of the van caused some minor problems with the unit, but very few teaching days were lost. The schedule allowed Friday afternoons for maintenance and repairs. A few days were lost because of "snow days", but the schools and often the poultry plants close because of weather. The "school on wheels" has proven to be a dependable and very successful educational facility.

In December 1989 and March 1990, recognition ceremonies were held by the poultry industry for workers who passed the GED. This was a heartwarming event to witness as poultry industry officers complimented their employees on their accomplishments and stressed their support for continuing educational programs. This workplace partnership has demonstrated to the poultry industry that a literacy program benefits both the industry and its employees. The industry has agreed to continue to support the program on an interim basis until additional federal or state funding becomes available.

DEMOGRAPHIC INFORMATION ON STUDENTS

There were a total of 164 workers who entered the program, 63 males and 101 females. The ages ranged from 17 to 59. Ethnic background information showed 150 White, 9 Hispanic, 2 Black and 3 Asian participants in the program. Grade levels completed in previous schooling by the workers showed 10 completed 0-4, 55 completed 5-8 and 99 completed 9-12.

DISSEMINATION ACTIVITIES

The project director responded to numerous telephone inquiries and interviews from all over the country and Canada regarding a description of the project and in some cases possible duplication of the mobile learning center concept. The program

has been described in newspaper articles, newsletters and bulletins. Programs have been presented on various aspects of the project to a number of different professional groups and several are scheduled for the remainder of 1990. Here are some examples:

Cosmos interviewed the project director for the Department of Labor's summary of workplace literacy programs to be published by the Department of Labor at a conference.

WTVR Richmond, Virginia, produced a documentary on the Career Enhancement Program for the Richfood Corporation to interest them in duplicating the mobile literacy program. They televised and interviewed students on the mobile unit, workers in a poultry plant, poultry industry officials and the project director and staff in the Reading Center and at Massanutten Technical Center.

The Micmac Indian Chief and his Director of Economic Development visited the project from Canada for two days in January. They observed instruction on the van and toured a poultry plant and the Reading Center. Television interviews and a newspaper article followed. They are planning to duplicate the project for their tribe in Canada.

The project received a Special Recognition Award for an Innovative Program in a Rural Area from CCP at the Annual Conference in March 1990.

James Madison University selected the Career Enhancement Program as one of seven programs to receive special recognition through a national publicity campaign.

The program has been described in newspaper articles and in several publications:

. Daily News Record, October 1988, April, September and December 1989, January and March 1990

. Washington Post, October 1988

. Richmond Times Dispatch, October 1988

. Martinsville Bulletin, October 1988

. Daily News Leader, September and October 1988

. JMU News, October 1988

. Management Review, October 1989

. CCP Bulletin, October 1989

. Montpelier, Spring 1990

. BCEL Newsletter, January 1990

. U.S. Department of Education, Adult Literacy and Training Bulletin, January-February 1990

. Virginia State Reading Association Newsletter, January 1990

Poultry Industry Publications:

. WLR Foods Dimensions, April, May, June 1989

. Rocco Messenger, Winter 1989

. The Pen Feather, Rocco Farm Foods, January 1990

The programs were and will be presented at a number of local meetings, international and national conferences. The conferences are listed below:

. World Conference on Cooperative Education, Hamilton, Ontario, August 1989

. Building a Quality Workforce Conference, Milwaukee, Wisconsin, October 1989

. College Reading Association Annual Conference, Philadelphia, Pennsylvania, November 1989

. American Vocational Association Conference, Orlando, Florida, December 1989

. Adult and Adolescent Literacy Conference, Washington, D.C., January 1990. (In addition to the program presentation, the project director participated in the U.S. Department of Education Workplace Literacy Panel.)

. Eastern Educational Research Association Annual Conference, Clearwater, Florida, February 1990

. U.S. Basics, Workplace Literacy Panel, New Orleans, Louisiana, March 1990.

Future conferences:

. International Reading Association Annual Convention, Atlanta, Georgia, May 1990. (The director was a featured speaker on the adult literacy section.)

. World Congress of Reading, Stockholm, Sweden, July 1990

. College Reading Association, Nashville, Tennessee, November 1990

(Note that the Project did not pay for a number of these trips.)

There have been two recognition ceremonies for GED "graduates" which were covered by the newspapers in the area. These were very impressive and touching. The Pen Feather includes interviews of the graduates. A third GED ceremony is scheduled for July 1990.

EVALUATION ACTIVITIES

Project evaluation procedures were completed in two major areas:

1. Internal Evaluation

Participants were assessed on entry and throughout the program as described previously. All demographic and test information were recorded in the

management system. Data on student progress was analyzed monthly and reported periodically to the Advisory Committee.

2. External Evaluation

The external evaluation plan was implemented by the external evaluator and the project director in the spring of 1989. The Calendar of Activities conducted by project staff and analyzed by the external evaluator shows three data collection and report periods during the project . Two interim reports and a final report were scheduled during and shortly after the project ended. The third evaluation was postponed to the end of the grant period in order to include the no-cost extension period ending March 31, 1990.

Data collection procedures were established to respond to questions posed by the six objectives described in the project. In addition to standardized and competency-based test results, survey questionnaires were developed and administered in April-May 1989 and in February 1990. The external evaluator conducted interviews with all members of the project staff, poultry industry members of the advisory board and students and analyzed survey data. The final external evaluator's report summarized student's demographic data, interview data and surveys of students, instructional staff, poultry industry management.

RECOMMENDATIONS AND CONCLUSIONS

This project has demonstrated the value of operating a workplace literacy program in rural areas by taking this program in a mobile learning center to the workers. This was made possible through the cooperation of the poultry industry and education partners. It is recommended that the project be continued and expanded to other industries.

APPENDIX A

Survey Forms

Questions for the Director (Interview)

Objective	Question
1.1	How are students referred to the program?
1.2	What percent of students referred qualify for the program?
1.3	Do correlations exist between referrals and test data?
1.4	What are your students' profiles?
1.5	Give your opinion about the program design (pro and con).
2.1	How are placements of students made?
2.2, 2.3, 2.6, 5.1, 5.2	Do you have students' progress data?
2.4 & 2.5	What is your opinion about the following? __ Instructional program/materials __ Project instructional staff __ Industry commitment/cooperation __ Government liaison
2.4 & 2.5	What program facets need attention?
2.4 & 2.5	What should happen to make the program more successful?
2.4 & 2.5	What components of the program are most effective?
4.1	Describe your orientation, training and staff evaluation procedures.
4.3	Give a brief evaluation of the individual members of your instructional staff.
5.2	Provide drop out data.
6.1	What is your opinion about the mobile unit?

Questions for Students (Survey Questionnaire)

Ratings: SA = strongly agree; A = agree; D = disagree; SD = strongly disagree

Objective	Question	Circle One
3.2	I think the Career Enhancement Program is worthwhile.	SA A D SD
3.2	The instructional materials are easy to use.	SA A D SD
3.2	The instructional materials are interesting.	SA A D SD
3.2	The schedule of classes is convenient.	SA A D SD
4.4	My teacher attends to my instructional needs.	SA A D SD
4.4	My teacher is friendly.	SA A D SD
4.4	It is easy to talk to my teacher.	SA A D SD
4.4	My teacher understands how to use the materials.	SA A D SD
5.1a	I am learning a lot in this class.	SA A D SD
5.1a	I plan to continue in the course.	SA A D SD
6.1	I like the mobile unit.	SA A D SD
3.2	The computers help me learn.	SA A D SD
4.4	The aide helps me when the teacher is busy.	SA A D SD
3.2	Tell me what you like or dislike about the program.	

_____

_____

_____

_____

Questions for Teachers

Ratings: SA = strongly agree; A = agree; D = disagree; SD = strongly disagree

Objective		Question	Circle one
2.4 & 3.3	1.	The CCP Courseware is appropriate for the needs of the majority of the workers.	SA A D SD
2.4 & 3.3	2.	Computers are an effective tool of literacy instruction for the poultry worker.	SA A D SD
2.4 & 3.3	3.	The CCP print correlated materials are appropriate for the majority of workers.	SA A D SD
2.4 & 3.3	4.	The CCP supplementary materials are appropriate for the majority of workers.	SA A D SD
2.4 & 3.3	5.	The CCP pre tests are accurately placing students in the program.	SA A D SD
2.4	6.	The TABE Tests provide accurate placement and post test data.	SA A D SD
2.4 & 3.3	7.	The Bader Reading Inventory Word List and/or Paragraphs provide accurate placement and post test data.	SA A D SD
2.3	8.	The CCP Tests provide accurate progress data.	SA A D SD
2.4	9.	The CCP Management System is helpful for scoring tests, recording data, and monitoring progress.	SA A D SD
6.1 & 6.2	10.	The Mobile Unit schedule is appropriate to meet the majority of student needs.	SA A D SD
4.1 & 4.2	11.	I was adequately prepared to undertake instruction.	SA A D SD
4.1 & 4.2	12.	What other instruction would you like in order to better qualify for your job?	
		Comments:_____	
		_____	
2.4 & 2.5	13.	What are some problems related to the management/ testing system?	
		Comments:_____	
		_____	
3.3	14.	What other problems related to instruction exist?	
		Comments:_____	
		_____	

CAREER ENHANCEMENT PROGRAM

Possible questions for Poultry Industry Advisory Board Members and other personnel such as the Plant Supervisors who are working with the Career Enhancement Program.

Directions: The purpose of this form is to obtain information which will assist in reporting on the progress of the Career Enhancement Program. Please respond to as many questions as you can with as much information as you have available.

Ratings: SA=strongly agree; A=agree; D=disagree; SD=strongly disagree U=unknown

Objective	Question	Circle one
3.4	1. Generally, I have a favorable opinion of the Career Enhancement Program	SA A D SD U
	Comments: _____	
3.4	2. The instructional materials appear relevant to the majority of the workers' needs.	SA A D SD U
	Comments: _____	
	3. Workers enrolled in the program:	
3.4	a. report they are making progress. (provide a number, if available _____)	SA A D SD U
3.4	b. show a positive attitude toward the program. (provide a number, if available _____)	SA A D SD U
3.4	c. show a positive attitude toward themselves. (provide a number, if available _____)	SA A D SD U
3.4 & 5.3b, d	d. show improved absentee/tardiness records. (provide a number, if available _____)	SA A D SD U
3.4 & 5.3c	e. are better able to read safety information, forms, newsletters, and/or signs. (provide a number, if available _____)	SA A D SD U
3.4 & 5.3a	f. have been promoted to a higher level position. (provide a number, if available _____)	SA A D SD U
	Comments: _____	
6.1 & 6.2	4. Generally, I am in favor of using a mobile unit to provide literacy instruction for our workers.	SA A D SD U
	Comments: _____	

We would appreciate any additional comments you would like to make. You may use the back of this form if you need more space. _____

_____

_____

APPENDIX B

Calendar of Activities

Calendar of Activities

March - Initial meeting with Project Director to discuss evaluation design (1/2 day visit).

April/May - Collection of data relevant to various objectives listed in evaluation plan, specifically those related to program implementation, assessment and instruction (1 day visit).

June 15 - Interim report #1 mailed to Project Director (Formative).

August/September - Collection of data relevant to various objectives listed in evaluation plan; focus on objectives related to instruction, materials, staff development, student progress and mobile unit (1 day visit).

October 10 - Interim report #2 mailed to Project Director (Formative).

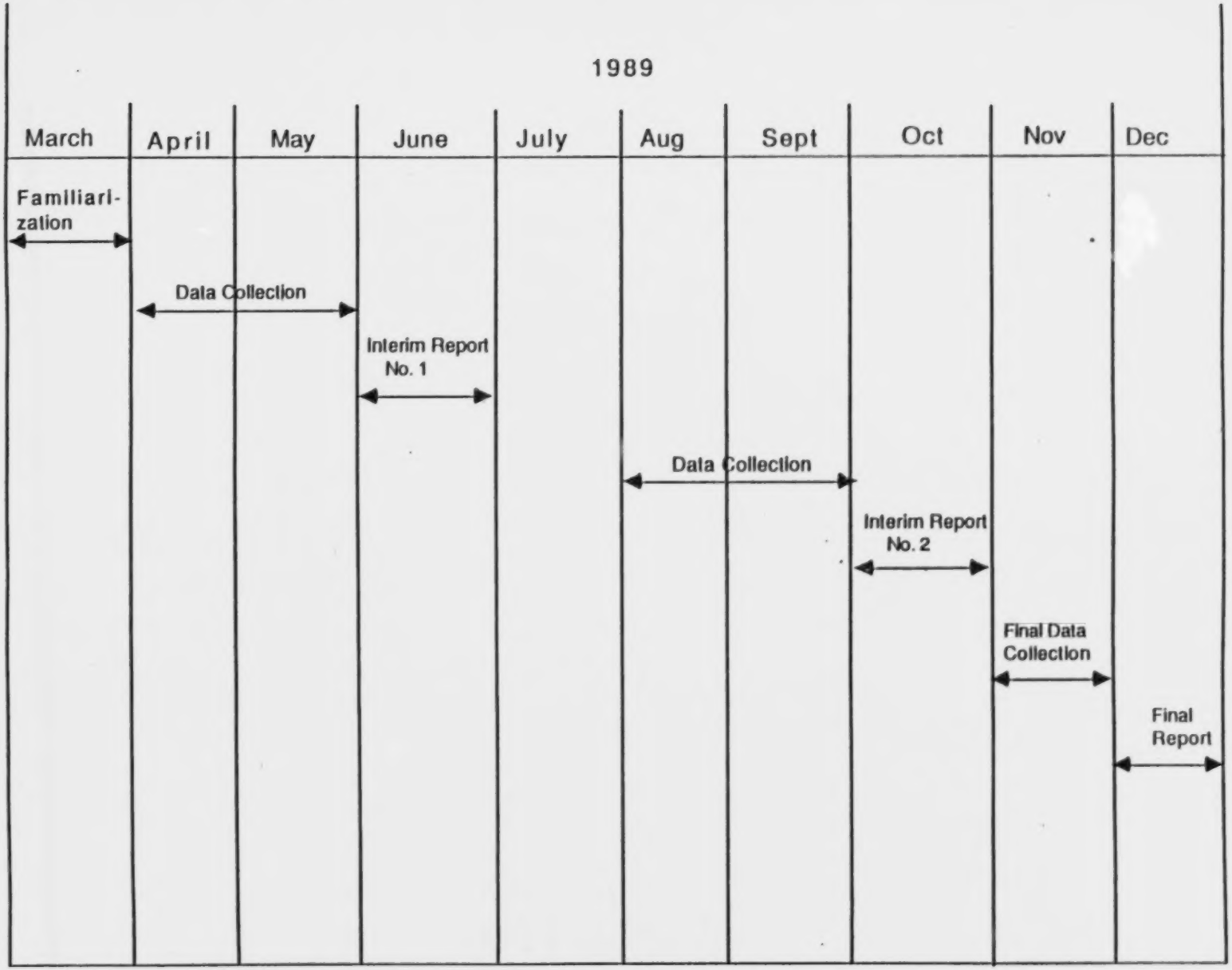
November - Data collection for finalizing evaluation report (1 day visit).

December 15 - Final summative report to Project Director (1/2 day visit).

Data Collection and Analysis

Depending on the situation, data collection procedures will be established to respond to questions listed for the six aforementioned objectives. Those data will include test results of students in the program, survey and/or interview data from students, project managers, instructional staff, poultry industry managerial staff and other persons who may have worthwhile input.

For the sake of economy much of the responsibility for collecting and compiling data will reside with project staff. The evaluator will assist in the development of questionnaire instruments and interview schedules. He will review all data and provide help with their analyses and interpretations. Reports based on all input will be prepared by the evaluator.



GANTT Chart Schedule